In September 2014, Hart Research conducted three focus groups among current college students. One group was convened in Waltham, Massachusetts, among seniors at private four-year colleges and universities. Two groups were held in Dallas, Texas—one among seniors at public four-year colleges and universities and another group among students at community colleges who expect to receive their associate degree or transfer to a four-year college within the next 12 months.

The discussions were structured to explore current college students’ understanding of their colleges’ expected learning outcomes for students, their feelings about making the transition to life after college, and their level of confidence that they will have the skills and knowledge needed to be successful after college. The discussions also sought to provide an understanding of how college students think employers weigh the importance of graduates acquiring knowledge and skills in a specific field vs. a broad range of cross-cutting skills and knowledge, as well as their impressions of the college learning outcomes that employers value most. The sessions also explored students’ participation in and perceptions of various applied learning experiences and the value of these experiences.

Key takeaways from these discussions are outlined in this memorandum. It is important to note that this is qualitative research, and thus the findings should not be interpreted as broadly representative of the views of the nation’s college students.

1) When articulating their education goals for college, students tend to focus on courses and requirements needed to get a degree, rather than on the skills and knowledge they hope to get out of their college experience.

Conversations that are focused on exploring college students’ impressions of their colleges’ set of “expected goals for student learning” or “learning outcomes” reveals that this lexicon is not readily used by students today. When asked about their colleges’ expectations for learning, they mention general education requirements and course requirements within their major. They focus more on specific courses than on types of skills or knowledge that colleges are aiming for students to acquire in those areas of study.

“Well, I assume that's what prerequisites are for. I'm assuming that's what basics are for, because . . .you still have these prerequisites that at the end of your college career, you will have to have taken these classes. So I think, yeah, they have things that they want you to accomplish before you get out of college.”

   –Public four-year-college student
When directed to think about specific types of skills or knowledge a student can achieve through college learning, participants in these sessions ultimately focus on some key outcomes they believe are particularly important, including teamwork skills, communication skills, and analytical reasoning skills. These are the types of skills that some professors and other people in their lives (parents, older siblings, advisors) have indicated are important for success in college and afterwards. Participants indicate that their colleges and universities are not explicitly communicating with their students about expected learning outcomes or education goals in a formalized or comprehensive way.

2) While college students may not talk about “learning outcomes” the way members of the higher education community do, they have clear ideas of the types of skills and knowledge that employers value and they recognize the importance of acquiring a range of skills and knowledge that cut across fields, rather than just acquiring field-specific skills. Indeed, students believe that employers are looking for graduates with both field specific skills and knowledge and those that cut across fields.

Across the three groups, when asked to select which they think employers value more when hiring college graduates—a) skills and knowledge that apply to a specific field or position or b) a broad range of skills and knowledge that apply to a range of fields or positions—most students think that employers are focused first and foremost on hiring college graduates who have acquired a broad range of skills and knowledge. As they discuss the importance of cross-cutting skills, however, it is clear that most college students believe that employers are looking to hire recent graduates who have both of these types of skills and knowledge.

“I don't think that just because I can tell you a lot about macroeconomics [it] is going to make someone hire me. But maybe if I show them my critical thinking skills, these presentation skills, maybe that's why they're going to hire me.”

–Private four-year-college student

“I think that it's a better thing to have a broad range of the skills and different knowledge so that . . . in a changing company or a changing, evolving world, you can adapt and change very quickly to new skill sets, and you have all these things that you can offer to employers.”

–Private four-year-college student

“I said B [broad range of cross-cutting skills], but I would say it kind of depends, because I feel like employers are looking for you to have specific skills. Like you need to be able to build models and work with Excel, but it also is very helpful to have a broad range, because you're probably going to be wearing multiple hats in your position, and they're going to want you to do other things. And it's also helpful for yourself, like just to know how to do multiple things, because the jobs environment is constantly changing.”

–Private four-year-college student
“I think it has to be both in the sense of, you know, we can't just be completely broad. You obviously have to have a little depth to your knowledge in terms of what the job is because you're getting hired to do a job, and, yes, it might change, and that's why you have these broad skills. But at the end of the day, it's kind of just like you're going to have that depth of the knowledge toward that industry or whatever it is.”

–Private four-year-college student

“I feel like if you're going into the business field, the more well-rounded, the more broad, the more knowledge you have, the better. But for something, if you're like going into nursing or something like that, you really need to hone in on your skills on anatomy and on medicine rather than anything else. So it really depends on what field you go in.”

–Public four-year-college student

“I say B [broad range of cross-cutting skills] because I've been on that side where I'm looking at resumes and looking to hire someone. And in the financial industry . . . you need to have a wide range of skills, be able to be moldable. Like, we need you to be able to do this now. Now we need you to be able to do this . . . I was working on a contract in June where we were building databases, and now we're doing like, accounting work. So it's like people that work in our group, they have to be able to do so many different things.”

–Community college student

“I think a lot of companies, unless there's something very, very specific, like medical or something like that, a lot of companies will train you. Of course, they want someone who has an education to some extent, but a business degree or a marketing degree that can encompass so many different responsibilities or job positions . . . I think being versatile around skills is much more valuable to a company because you can do multiple things when they ask.”

–Community college student

A student’s major is recognized as important, but skills like the ability to work in teams, communication skills, and critical thinking are what students mention as most important to employers.

- All participants across the groups say they have given an oral presentation in a class and worked with classmates in a team on a group project. These are seen as basic requirements and expectations for college learning today.

- Participants tend to place more emphasis on the importance of oral communications skills over written communications skills, but quantitative research is needed to determine whether college students in general make this distinction.

- Most, but not all of the participants, say they have completed a paper of 10 or more pages in length. Some note the importance of being able to express oneself effectively in writing.
3) When specifically asked to choose from a list of 17 learning outcomes the ones that they think employers value most, students’ responses are generally aligned with what employers indicate are important.

- Of the 17 learning outcomes of a college education presented to students in the focus groups, the six listed below rise to the top. These are the learning outcomes that college students are most likely to think that employers value when hiring. In past research we conducted for AAC&U among employers, these were also the areas in which employers were most likely to think colleges should place more emphasis.

- Teamwork skills and the ability to collaborate with others in diverse group settings
- The ability to apply knowledge and skills to real-world settings
- Critical thinking and analytical reasoning skills
- The ability to effectively communicate orally
- The ability to analyze and solve complex problems
- The ability to be innovative and be creative

“Part of most jobs, especially in the business area, is going to be working with other people on projects. And if you're good at it, and you're able to either lead or work with other people well, it's one of the most important things that you'll be able to do.”

-Private four-year-college student

“It's like every single class I've had, you always are involved in group projects, and it really just boosts your communication skills and even your critical thinking skills, because it's not just you by yourself, it's working with someone else and understanding what they're saying and, you know, working that through.”

-Private four-year-college student

“Being able to work with people. You can always do the work by yourself, but, yeah, having someone there to actually talk to and somebody you know that you can, like a fellow colleague that can help you with work, and you can help them in turn just makes it so much easier, especially once you leave the schooling environment into the working environment. You're not going to be working alone. You're going to have people that are working above you and below you, and you have to learn how to work with these people . . .”

-Community college student

“Working on my senior thesis this year, I'm literally applying everything that I know to a field that I haven't learned before. So that's just the best example.”

-Public four-year-college student
“... you have to stand in front of the class and not make a fool out of yourself. You have to know how to present yourself. You have to know how to communicate properly. And I think with the amount of projects in every class that I’ve taken, there is a least one or two projects you have to present and do in front of the class.”

–Public four-year-college student

- It is notable that “the ability to effectively communicate in writing” does not rank in the top tier of most-valued learning outcomes. This does not mean, however, that college students do not recognize the value of writing skills or believe that employers find them to be unimportant. (Indeed, we caution AAC&U from interpreting this as a marked distinction in the degree to which students think employers value these two types of communication skills without further exploration or quantitative data.)

- The outcomes that students think employers value the least are listed below. We have seen in previous research that these outcomes tend to rank as lower priorities when it comes to learning outcomes upon which employers would like colleges and universities to place more emphasis. That is not to say that employers or college students feel these skills are unimportant, however.

  - Understanding the role of the United States in the world
  - Understanding of democratic institutions and values
  - Understanding global issues and developments and their implications for the future
  - Civic knowledge, civic participation, and community engagement
  - Proficiency in a foreign language

- The focus group discussions reveal that some students see some of these types of outcomes as important for individuals or society, but less so as factors employers look for when hiring recent college graduates. Or they may see them as important for senior-level executives, but not for individuals in entry-level or lower-level positions. These sentiments are illustrated in the quotes below about global learning and civic learning – learning outcomes that students in the groups tended to think are less important to employers.

  “It's very important to understanding what's going, what's happening around the world is very important to understand how our economy is going to grow, how business is going to change, how technologies will improve. I mean, it's a huge thing. We're not, I mean, the US is not everything, and understanding what's happening outside of our country is very, very important to what's going to happen in the future.”

  –Community college student

  “I think it also could be, from more of a business standpoint, if you're working for a global company, you're going to need to know what's going on with your clients or cultural differences and political differences just to be able to be successful and get along with them properly.”

  –Private four-year-college student
“. . . If you're in international business or something, then maybe it's really important. But if you're doing something like technology-related, it's not really that relevant, I mean, it's relevant to your personal life but not really to what's going on in your work.”

–Private four-year-college student

[For “understanding global issues and developments and their implications for the future”:] “It's almost like [if] you're the head guy . . . Like if you're just a worker, then that doesn't apply to you.”

–Community college student

“Companies want someone who understands what's happening around them, and specifically, depending on the type of position you're going to be in, but just focusing on communication, they also want someone who is going to be an ambassador of their company in the community. So I, it's something that I think, personally, is very important, philanthropy and volunteerism.”

–Community college student

“So having that knowledge of your local government and being involved really doesn’t give you . . . it's like a gold star. It doesn't really put you ahead of anything as far as what an employer is looking for . . . Being on the side of hiring somebody, I wouldn't look at that and be like, oh, well, you know, they're clearly more suitable for this position, because they donated.”

–Community college student

4) Despite many students’ anxiety about the transition to life after college, participants in the groups express moderate to high levels of confidence that they have the skills and knowledge needed to be successful after college.

When asked to give a word or phrase to describe how they are feeling about the transition to life after college, many students in the groups articulate feelings of anxiety and worry. They use words such as “anxious,” “stressed,” “overwhelmed,” and “worried,” as well as more positive words including “excited” and “optimistic.” The sense of anxiety seems to be more acute among four-year college seniors than community college students in the sessions. Concerns about the ability to get a job in their chosen field within today’s challenging economy loom large, and there is a concern about a future that is unknown.

“Making the transition from college into like, the real world, it makes me anxious. Because it's one thing to like be in a classroom in a day and be learning new things, but then having to go out and apply that knowledge in some kind of career, it's just a different environment to be in.”

–Private four-year-college student

“I think there's going to be a change of pace in a lot of ways, and it's like it's a lot of pressure also because right after school you've got to start paying the debt off.”

–Private four-year-college student
“Mine would be nervous and excited, or nervous but excited, because I'm very nervous, but I know what I need to do. I don't feel unprepared, so nervous for actually doing it, but ready to be actually doing it.”

–Public four-year-college student

“I think optimistic. I’ve started a new job with an internship, and it’s already transitioned over, so I kind of see the light at the end of the tunnel.”

–Public four-year-college student

“Probably open-ended, the good and the bad that comes with that phrase, because I have a lot of different options. Right now I could go and do secondary school or something else, but also open-ended in the fact that I don't know what I'm going to be doing in a year. But I'm, I think I'm ready for anything that I could be doing in a year from now.”

–Public four-year-college student

“Definitely excited . . . because I'm ready to move on and kind of be done with the junior college and go to something that's more focused on what exactly I'm trying to do. But I guess maybe a better word would be anxious, just because I've known what I've gone through prior to the whole, the counseling that I got for going into, you know, a junior college, and I'm not, haven't really gone over there to where thinking about transferring and talked to a counselor over there. So it's exciting too, but it's also kind of a little bit nervous.”

–Community college student

“Accomplished . . . Well, like out of my cousins, aunts, uncles, dad, their brothers, no one has ever gone to college. And even like my older brother, he goes to college, but he's, you know, part time. And I'm already past him. And, yeah, and I'm transferring to UNC in the spring. And, you know, no one has ever done that, so, accomplished.”

–Community college student

“Excited, and scared too a bit, because I do have my associate’s in science already, but I came back, because most, same thing that happened to him, happened to me, and knowing that a year-and-a-half later, I had to take classes that I didn't take. And it's just, it's horrible that feeling knowing that you spent all that money and all that time in classes you didn't need to take.”

–Community college student

‖ Indeed, despite many students saying they feel anxious or nervous, most of these students feel well prepared for what will come after they graduate. When asked to rate their level of confidence that they will have the skills and knowledge needed to be successful after college, the average rating across the three groups is 7.8 (on a zero-to-10 scale), with more than half of participants giving a high rating of 8, 9, or 10.

‖ One factor that several college students say has made them feel prepared to enter the workforce is their experience applying what they have learned in real-world settings. These are the types of experiences that college students cite as helping prepare them to transition from college to the workforce.
“I definitely think like my school prepared me for my field. There was a lot of academic advising. Our classes were really focused on having real life skills. And then like after having my internship, I definitely feel like I'm capable of doing this, so.”

–Private four-year-college student

“I feel like I'm very prepared. I think after my internship as well, that it went really well, and I can take on whatever it is I need to. . . . I think it kind of gave me an idea of like the real-world experiences, things you're going to have to deal with, issues that will come up in your real job, and how to handle them, and how to work with the people you need to work with. And it went really well . . . it worked really well for me.”

–Private four-year-college student

“I feel like dealing with my school and experiences have prepared me. It's just the, just like the unknown factor like not having a job yet is why I'd say I'm not a ten. But, I mean, I feel like I am prepared to handle a job.”

–Private four-year-college student

“Eight. I have this internship, and it's in medical sales, and so a lot of the stuff that I'm doing is kind of translating into this one class that I have. It's called professional selling, and it, literally, is like transparent. Like he teaches you stuff that I would literally do during the day like when I go call on an office or something. And so I can kind of see like how school is translating into what I'm going to do, and it's, it kind of helps me out, because I'm like, okay, I actually am going to need this. I'm more motivated to like do good in that class and take those skills and like really like learn to make sure I'm reflecting that in the workforce.”

–Public four-year-college student

“I gave myself a 10, because my degree required two full classes on separate semesters of doing work-study as well as we had additional hours of volunteer work that was not required, but it could bump you up a letter grade if you were wavering. And I also did two internships while doing that, not including my work-study. So I feel that the practical, on-the-job experience, not only at the job I do, but with the internships as well as my work at school has kind of helped prepare me for what's next.”

–Community college student

5) When discussing applied learning experiences that have been helpful and important, students in the groups focus mainly on internships and not on other kinds of problem-based or experiential learning. Students across the groups recognize internships as important to employers. While participants indicate that internships are not a requirement at their college, most of them have participated in one or plan to do so before graduating.

- In the sessions, there is a lot of discussion about the perceived value that employers place on graduates having “experience”. The conversations tend to focus on experience navigating the workplace and expectations that might be different than in college (e.g., professionalism), as well as the critical skills of communicating effectively, working well in teams with people different from
oneself, critical thinking, and problem solving. It is about putting learning into practice and gaining familiarity with the expectations for employees in the workforce, and they most readily associate internships with these outcomes.

- Nearly half of participants say they have done an internship, and most of the rest say they expect to do so. In these sessions, four-year-college seniors are more likely than community college students to say they have done so, but community college students are highly interested in engaging in this type of applied learning experience.

- As noted in the previous section, students who have already completed an internship place great value on the experience and feel that it provided important benefits that will serve them well not only in getting a job but in utilizing the skills and knowledge they have gained to perform effectively in the workplace. They also appreciate that it provides the opportunity to see if a field is really a good fit.

- Participants tend to think of internships being most important and valuable when they are within the field of study of their major and preferred career path, but they also recognize the value of an internship in providing experience in applying college learning, no matter the field.

“We have an online database for internships and job opportunities, and academic advisors strongly encourage it, all professors, older students, everyone. It’s just like a known thing at our school: you need to get a junior ship, internship, especially in your junior year.”

–Private four-year-college student

“No one like 30 or 40 years ago had internships in college . . . It wasn’t nearly as common. And now, in order to like legitimize yourself, you basically have to have an internship. At least, maybe it’s just the fields I want to get into.”

–Private four-year-college student

“I think they [internships] are [important], because you don’t really know what you’re getting yourself into until you actually put yourself out there and do the work. So if you graduate with a degree in something, and you end up finding a job in it and end up hating it, I feel like internships are kind of the catalyst, that they help you like transition into that a little better.”

–Private four-year-college student

“I think a lot of companies these days like to see like entry-level associates come in with some sort of experience, and an internship kind of illustrates that you do have experience. And it might not be the field that you’re going into, but they want to know that you have experience, and you're not just book smart.”

–Private four-year-college student

“Oh, I was about to say the exact word that I’m sure she was about to say. Experience is a real, real big deal. They can look at it and be like, oh, you took this class with this professor? Oh, that's great, but you did just three months of working hands on and doing that. I would way rather have three months of you doing something that you were actually going to be doing than like a whole year of learning from somebody you didn’t.”
Public four-year-college student

“I guess it’s just more applying what you know and like learning how to manipulate your skills to apply to what you're actually going to do in the real world rather than sitting in the classroom . . .”

“I see when they see you have an internship, you have worked with people, and you have those people skills . . . that's what shows instead of, oh, cool, you have a 4.0, but you've got no extracurricular. You know, great, you have great grades, but you haven't worked on a project with a peer or with a professor and worked on communication skills and those type of things.”

“I know for us as far as like nursing and lately on the CRNA programs, part of the requirement to get into that program is that you need to at least, if not intern, at least shadow another CRNA so you know what their job entails. So I think, you know, that shows when you do internships and shadowing that you know what kind of job they're actually looking for or what it is they're, you're expected to do in that work field.”

Community college student

“You're at that internship for a reason. You're not just at some random place. It's going towards your career choice.”

“Like a prep for which you're about to get into, so like they acknowledge that, because, you know, you had some type of experience, you learn a little something.”

Community college student

Many students in these sessions have also engaged in other types of applied learning and they recognize the value in putting their learning into practice in real-world settings. Nonetheless, internships are the central focus of students’ discussion about the benefits of applied learning. For instance, participants do not as readily recognize the value in highlighting for potential employers their experiences completing research projects or senior projects.

“I don't think you can put that [senior project] on your resume, can you?”

“You're not supposed to.”

“I'm taking an honors class, and if you get a certain grade you get all this credit, and they said that it's just a waste of space on your resume. They don't care if you like wrote a 30-page paper . . . And I think depending on the field it can be relevant. I'm writing a senior thesis in my area, which is relevant. And even if I can't put it on a resume, I can talk about it in an interview, so it still has a connection.”
6) College students, particularly at community colleges, would welcome more input and guidance from academic advisors in charting a path through college that at a minimum ensures they achieve the necessary requirements to graduate in their major but that preferably ensures that students’ general education requirements are relevant to their major and/or interests.

- Four-year private school students tend to be less critical of the advising process at their colleges, while those at community colleges are most likely to relate unsatisfactory and unhelpful interactions. Most of the discontent with the advising process centers around the guidance, or lack thereof, early in a students’ career.

“I had no idea what to do . . . When I got there and was trying to apply for classes, it was like crazy. And I went and sat with a lady, and she just was like, all right, well, I'm just going to put you in whatever I can put you in. And I was just like, okay, like I guess if that's what I need to get in. But she ended up putting me in like a class that I didn't need. It was a bad first semester.”

–Community college student

“I actually started at UNT, so I have a bachelor's of biology from the University of North Texas. And my experience was pretty much like everybody else's. I mean, nobody really helped with anything. It was the same thing. Like they put us in a room, and you had to pick your own classes. I think later on, like when I was going to upper-level classes, we actually had a completely different kind of a pre-medical society that would kind of help you figure out which classes you needed to take to get into medical school. But the actual advisors were pretty much useless.”

–Community college student

“I came from overseas, so I did an entirely different system of education . . . And when I came here to the United States, I went to the registration offices, and instead of having someone to actually talk to and help me, you know, register for the classes, they kind of had me log into a big computer, sat us in front of the computers and were like, all right, choose your classes. And then I was like, oh, okay, I don't know what to choose.

I'm about to be done with my associate's in science. But since I'm pursuing an engineering degree, they only told me about the STEM this year, and that was before I actually started the semester. And I was working through an advisor, and he was like, have you heard of the STEM? I was like, no, I've been here for two years, and I haven't heard anything about STEM, which is the engineering.”

–Community college student

“They've just given me a sheet and told me what classes I have to take, and that's it, really . . . And I took one [class] I didn't even need to take, and I never, the advisors told me, yeah, take that class. And it wasn't even going to transfer . . .”

–Community college student
“Well, I think that's a big thing. I mean, when I was at UNT, they basically give us like, you know, what they printed out as the degree plan for whatever bachelor's or whatever you're doing. But nobody ever tells you, you know, you should probably take this class, because this will help you later on, or you don't really need to take this elective, it's not really geared toward your degree.”

–Community college student

“Actually, I was thinking there was actually one counselor I think went above and beyond and actually mentioned, hey, you might want to take these courses rather than these, because when you transfer to UNT, that's what they're looking for in their accounting program . . . That's the only time that I ever felt like somebody was doing more than just trying to get me out from in front of them. They were actually like engaged, even if it was for just a few minutes.”

–Community college student

“I feel like advisors don't really take the time that they need to really ask what you really want or give you like let's say a type of homework to figure what you really want to do in life, and come back and talk to us again if the first time you go and talk to them you don't know. So that's what happened to me.”

–Community college student

“They're not guiding you. They're just pretty much, okay, which classes do you want to take? And then you have like 15 minutes with them and . . . but like they kind of cut you off . . . they don't really guide you and tell you, okay, you need experience for this class.”

–Public four-year-college student

“See, I had a different experience. My advisor is like . . . like awesome. He's really great. I do personal e-mails with him when I'm stressed out about something saying what do I need to take or to get this, or I say I'm struggling in a class like this, what would be better for me to take? He's the one that helped me with study abroad applications, and he was, he's like he's just awesome.”

–Public four-year-college student

“I think for like me, when we, like when I started, I don't know how it is at other schools, but we have the first two years you have, you go to like the learning center or whatever it is, and you meet with someone different every time. So I would get like, they would tell me one thing one semester, and now I go to next semester, and I wound up taking a class that was completely irrelevant and was a waste of my time. So it's very frustrating.

Once I declared my major, and I went to the business building, I don't have the same advisor, and she's been awesome, so ever since then it's been great. But before that, like freshman and sophomore year, it was just a mess. You wait in line for 40 minutes, and then you're in there for five, and they're like rushing you out.”

–Public four-year-college student
“I think as far as mine, I mean, I've had advisors, but I've had eight different advisors in my four years, because they move around so much that I actually was supposed to graduate last December, or I'm sorry, in spring, but my advisor did not tell me that the class that was required was only offered in fall. So I'm taking one class this semester because I should have taken it last fall. And they could have told you this, because I've had the same degree planned the entire four years, but they didn't feel the need to tell me or look at, look that into it to where I'm still in college.”

–Public four-year-college student

“So we got assigned since like orientation. And it's really helpful, because I think there's only like 15 of us to our academic advisor, and so she was like really hands-on. She kind of helped me pick my classes, figure out like my career plan, put me in touch with different recruiters, because like the whole like junior year internship is a big deal and all that stuff. So she kind of lined everything up so it was clear for me to figure out what I wanted to do.”

–Private four-year-college student

“They just kind of laid out a path for me since freshman year . . . If I wanted to major with this, okay, well, you know you have these requirements, and you can also take all these different courses. What are you interested in? So I just found a minor and worked from there. And so they kind of just doled out my entire four-year schedule, and then around that I could kind of work in . . .”

–Private four-year-college student

Many college students in the sessions question the value of some of the general education credits they have been required to obtain. Many do not feel that their core requirements relate to their chosen major or even their interests, and so they question the usefulness of these courses.

“I took a Spanish class, and it was in an auditorium setting, and it was just 100 people there, and it was absolutely terrible. And there's so many people, because it's a requirement, there's so many people going to this class just trying to get through it that you're not comprehending any of the things that you're supposed to be learning.”

–Public four-year-college student

“You have to take two sciences to add to your core credits before you graduate. And I'm like, oh . . . me, because I'm not good with math or science. It's just not my brain. I'm very English and history. And so I had to take a chemistry class, and the teacher that I was assigned to, I didn't go to class, because I didn't have to, because his tests were verbatim from the book, and like 30 questions each time. So I didn't even learn anything in my chemistry class, but I made an A. So how is that beneficial to me?”

–Public four-year-college student
"For people that are business, they're going to take astronomy and something that they could care less about. They're going to go sit and look at the stars. And they're never going to talk about that in a business setting. They're never going to talk about an astronomy class.

And I think that the university justifies it like, oh, we're trying to make you well rounded. But in the end, at the end of the day, they could have taken those nine hours that it took them to get that and focus it somewhere else, and been way more beneficial to their future."

- Public four-year-college student